

**Standard USHC-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

**USHC-5.5** Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

**Taxonomy Level:** 2.2 B Understanding/ Comprehension

**Previous/future knowledge:**

In 5th grade, students were introduced to how the building of cities led to progressive reforms. (5-3.1)

Students will need to understand the reasons for African American migration as they study the Harlem Renaissance of the 1920s (USHC 7.1). Students also need to understand that the problems of the cities led to the beginnings of the progressive movement at the local level (USHC 5.7).

**It is essential for students to know**

Students should know that cities developed as a result of geographic factors first as centers of trade, then as transportation hubs and finally, with the advent of electricity, as centers of industrial production in the 19<sup>th</sup> century. They were affected by technological innovations such as the elevator, steel girders, suspension bridges, electric trolley cars, 'els' and subways that allowed cities to grow both skyward and outward.

Students should be able to use maps to trace the **reasons for the development of urban areas** by reviewing the location of major cities of the colonial, early national, and pre-Civil War periods to see how urbanization mirrored the economic development of the regions. Then they can compare the location of cities in the post-Civil War period to see how the major cities in the United States shifted over time from the east coast to the Midwest and finally to the west coast. They should understand that cities grew as people immigrated from abroad (USHC 5.6) and migrated from the **farm to the city** (USHC 5.3).

Although most freedmen stayed in the South immediately after the Civil War, **African-American migration from the South** intensified as a result of poor cotton yields due to soil exhaustion and the boll weevil, as well as the discrimination of Jim Crow laws, **intimidation** and lynchings of African Americans in the South. As farm prices fell, African Americans joined other farmers in the move to the cities for job opportunities. This movement intensified during World War I as more jobs became available. Farm technology played a role as farmers in all regions produced more and sold it for less, defaulted on loans, lost their land and moved to the cities to find work (USHC 5.3). Others were attracted to the city because of its rich cultural life and excitement. Despite the phenomenal growth of cities, the *majority* of the American people still lived *outside* of urban areas before 1920.

Crowded city conditions led to problems with housing, sanitation, transportation, water, crime and fire. Corrupt city bosses using the political power of their immigrant constituencies were unable to successfully address all of these problems because of corruption. The progressive movement developed as a result of the need to address urban problems and corruption (USHC 5.7). The resulting city planning included parks and majestic buildings designed to awe residents and influence their behavior. Progressive changes in city government made it more professional and more responsive to the needs of the people.

The **women's suffrage movement** intensified in the late 19<sup>th</sup> century. Women had the opportunity for higher education at new women's colleges and new opportunities in factories and offices. However, it was the movement west that had the greater impact on gaining the right of women to vote. The first state to grant women suffrage was Wyoming and western states generally allowed women to vote before eastern states did. Historians attribute this to appreciation for the role that women played as pioneers. Middle class women were increasingly frustrated by their inability to have political influence in solving the problems of city life and the workplace. African-American women formed the National Association of Colored Women to secure the civil rights of African-Americans which included women's suffrage. In 1890, women formed the National American Women's Suffrage Association to lobby for the vote. A split over tactics disrupted the movement as some women lobbied state legislatures and others targeted the national government by supporting a national amendment to the Constitution. Women campaigned on the idea that they would clean up society and government. Therefore they were opposed by the liquor industry and political bosses. More radical women organized picket lines and hunger strikes. The 19<sup>th</sup> Amendment was passed in 1920 in part as a result of this activism and of the contribution women made to the war effort (USHC 7.1).

### **It is not essential for students to know**

Students do not need to know about the influence of disasters such as the Great Chicago Fire, the hurricane and flood in Galveston, Texas and the 1906 San Francisco earthquake on the development of new strategies for addressing urban problems. Students need not remember the names of architects and city planners or Chicago's White City and World's Fair. They do not need to know that, as a result of reforms, cities developed tenement house laws, kindergartens, and paid fire departments and police forces. They need not memorize the names of the leaders of the women's suffrage movement of the late 19<sup>th</sup> century such as Susan B. Anthony, Carrie Chapman Catt, Ida B. Wells and Alice Paul. Nor do they need to know that women challenged the denial of their right to vote in court over 150 times.

### **Assessment guidelines:**

Appropriate assessments will require students to **explain** the causes and effects of urbanization and the woman's suffrage movement of the late nineteenth century. Students should be able to **summarize** the reasons for the movement from farm to city and the migration of African Americans to the North and Midwest. They should be able to **classify** and **identify examples** of these reasons. Assessments may also ask students to **interpret** the significance of each reason and **infer** the impact of this movement on city life specifically and American culture in general. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should also be able to **summarize** the women's rights movement of the late nineteenth century and **infer** its impact on American democracy and culture.